

Inspection of Canon Burrows CofE Primary School

Oldham Road, Ashton-under-Lyne, Lancashire OL7 9ND

Inspection dates: 20 and 21 September 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 15 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Pupils enjoy school and are happy to attend. This is clearly reflected in their high rates of attendance. Pupils feel safe and supported by staff. In the early years, children demonstrate a clear enthusiasm for all aspects of their school lives. Pupils are kind and welcoming. Their behaviour across the school is exceptional.

Pupils are keen to celebrate their achievements. They enjoy the responsibilities that they undertake. They have a range of duties and are proud to serve the school community. Pupils are especially keen to talk about their contribution towards the school being an environmentally friendly school.

The school's curriculum has been designed to build on pupils' prior knowledge, to set high expectations for pupils' learning. In the main, pupils, including those with special educational needs and/or disabilities (SEND), achieve well.

Pupils' academic learning is complemented well by a wide, rich set of experiences that foster their talents and interests. Pupils take part in various clubs, many of which they have suggested. These range from a small-scale construction club to sports and cookery clubs.

What does the school do well and what does it need to do better?

The school has revised the curriculum to provide a more structured approach to developing pupils' learning. In many subjects, the school has supported staff well so that they consistently help pupils to build their understanding over time. Often, pupils' learning is reinforced so that they can recall the knowledge that they have been taught. As a result, pupils generally achieve well in subjects across the curriculum.

Some subjects are not as well developed as others. In these subjects, and including in the early years, pupils cannot recall some aspects of their prior learning as well as they otherwise could. This is because staff do not make some key knowledge clear enough for pupils to remember. The school has not ensured that the checks on pupils' knowledge in these subjects help to identify where key learning has been forgotten.

The school has effective arrangements to identify children with SEND from the time that they set foot in the early years. Identification of pupils' additional needs continues as they move through key stages 1 and 2. The support that children and pupils receive is effective. The school makes sure that pupils with SEND access the same curriculum as their peers.

The school has put in place imaginative strategies to promote a love of reading. In the Reception Year, children learn the sounds that letters represent before going on to read simple books. Staff use assessment strategies effectively to spot where children need more help and to match reading books to children's phonic

knowledge. This continues in key stage 1. There are a range of strategies that help pupils keep up with the phonics programme. As a result, pupils become increasingly confident and fluent readers as they get older.

Children in the early years, and pupils in other year groups, have excellent attitudes to learning. Typically, they are engrossed in their work, and there is no disruption to lessons. They play together well at breaktimes. They feel safe from the harmful effects of bullying.

The school's exceptional provision for pupils' personal development ensures that all pupils gain a strong understanding of equalities and of fundamental British values. Staff promote an understanding of difference. All pupils feel included because they respect one another's opinions and beliefs. Pupils have a strong awareness of other faiths and cultures. They also understand what makes a healthy relationship and they know why people make different lifestyle choices. Pupils enjoy discussing current affairs, and they take part in informed debates about these issues.

The school supports staff well with their workload and well-being when making changes to provision. In addition, the school provides staff with time to carry out leadership duties. Staff appreciate the opportunities to develop their skills and to study for additional leadership qualifications.

The school works effectively with parents and carers so that they can help their children to learn at home. For example, in the early years, staff hold workshops on phonics and mathematics to help parents understand how they are taught in school.

Governors know the school well. They hold leaders to account for the impact of their actions on pupils' achievement, to promote school improvement. They have a clear understanding of their duties.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, and including in the early years, some key learning is not made clear enough to help pupils remember it. As a result, pupils do not recall some subject-specific knowledge as well as they should. The school should ensure that it makes the intended learning clearer to help pupils remember what has been taught.
- In some subjects, the school has not refined the checks on pupils' retention of key knowledge over time. This means that gaps in pupils' knowledge are not identified well enough. The school should ensure that the checks on pupils'

knowledge are more accurate when identifying aspects of learning that need to be revisited to help pupils remember more.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	106249
Local authority	Tameside
Inspection number	10217329
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	436
Appropriate authority	The governing body
Chair of governing body	Katrina Deakin
Headteacher	Suzanne Fildes
Website	www.canonburrows.co.uk/
Date of previous inspection	22 October 2008, under section 5 of the Education Act 2005

Information about this school

- All of the teachers at the school have been employed since the previous inspection.
- The headteacher was not present during the inspection due to being on maternity leave. In her absence, the deputy headteacher has been employed as the acting headteacher.
- This is a Church of England school. The last section 48 inspection for schools with a religious character took place in March 2017. In line with the revised schedule for these inspections, governors have made appropriate arrangements with the diocese to make sure that the next inspection will take place by 2025.
- All but two governors have been appointed since the previous inspection.
- The school does not make use of alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, art and design and geography. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. They also heard pupils read individually and as part of classroom activities.
- The inspectors also spoke to leaders about the curriculum in other subjects and spoke with pupils about their work in these subjects.
- Inspectors took into account the views of those who responded to Ofsted Parent View.
- Inspectors also took into account the responses to Ofsted's staff survey and pupil survey.
- Inspectors observed pupils' behaviour during lessons, at breaktimes and when walking round the school. They discussed behaviour and bullying with pupils, senior leaders and other staff.
- Inspectors spoke with pupils and leaders about the provision in place for pupils' personal development.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

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